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ABSTRACT

This document reports on sexual assault and rape on campuses in Virginia and on efforts to address these types of violence at colleges and universities. Part I looks at state-wide activities in 1991-1992 which included eight focus groups on campuses, a state-wide campus sexual-assault conference, the establishment of five regional consortia to address sexual assault and substance abuse on campus, and rape trauma syndrome training sessions. This section recommends that campus mandatory and optional programming efforts about relationships and sexual violence be increased on campuses. Part II describes assisting institutions to develop and implement programs for students on sexual assault. This section recommends that colleges monitor requests for assault-related counseling and be sensitive to needs of disabled and diverse students. Part III discusses coordination with the State Department of Education to address sexual violence in the curriculum and recommends that all public school personnel be trained about sexual assault through in-service training. Part IV reports on encouraging training and information-sharing among institutions and recommends training for campus judicial boards, regional consortia continuing to meet, and repetition of rape trauma workshops. Appended are the resolution calling for the report and a sample newsletter. (JB)

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ED 364 162

REPORT OF THE
COUNCIL OF HIGHER EDUCATION

Second Report on Sexual Assault and Rape on Virginia's Campuses

TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA

SENATE DOCUMENT NO. 19

COMMONWEALTH OF VIRGINIA
RICHMOND
1993

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HE 026 960

PREFACE

House Joint Resolution No. 46, introduced by Senator Yvonne Miller, requested the Council of Higher Education to continue for one additional year its study of sexual assault on Virginia's campuses. This report, in response to the resolution, consists of a description of what the council is doing in these areas: assisting institutions in the development and implementation of programs, coordinating with the Department of Education to address sexual violence throughout the curriculum, and encouraging training and information-sharing among the institutions. Each section also includes recommendations for further work to address the issue of campus sexual assault.

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Executive Summary

SECOND REPORT ON SEXUAL ASSAULT AND RAPE ON VIRGINIA'S CAMPUSES

In response to Senate Joint Resolution No. 46, the Council of Higher Education submits to the Governor and General Assembly the appended document. This report completes the report on the 1991-1992 activities, specifically on the focus groups and state-wide conference. It also contains a description of the Council's 1992-1993 activities in three areas: assisting institutions in the development and implementation of programs, coordinating with the Department of Education to address sexual violence throughout the curriculum, and encouraging training and information-sharing among the institutions.

A brief summary of the report follows.

Part I: State-wide activities, 1991-1992

After the last report (Senate Document No. 17) was submitted to the Governor and the General Assembly, the Council and a task force continued to address campus sexual assault by holding eight focus groups on campuses to further discuss issues raised by the fall 1991 student survey and holding a state-wide campus sexual-assault conference attended by 250 persons in April 1992. This year the Council has established five regional consortia to address sexual assault and substance abuse on campus; held five regional rape trauma syndrome training sessions; and conducted a follow-up survey of institutions about their policies, programming, and treatment and support of survivors of sexual violence.

Students are telling us the following things about sex and sexual violence on campus in 1992: that men and women need to become more fluent in each other's languages and that Virginia's colleges and universities need to help their students develop the kind of values, skills, self-esteem, and empathy that will prevent sexual violence from occurring, as well as deal with it when it has.

Recommendation for Part I

The Council recommends that campus mandatory and optional programming efforts about relationships and about sexual violence be increased on Virginia's college campuses, especially for residential students.

Part II: Assisting institutions in the development and implementation of programs

Council staff surveyed institutions about programs and services for students on the subject of sexual assault in both 1991 and 1992. The major findings of the 1992 survey are that institutions have responded to last year's report and that of the Governor's Task Force on Substance Abuse and Sexual Assault by developing sexual-assault policies, designating sexual-assault offices on their campuses, and appointing persons to coordinate the sexual-assault-prevention and response efforts. Security measures and educational efforts have remained constant. There was a 50 percent increase in the number of students seeking assistance about sexual assault from the institutions' counseling centers, primarily the result of increased student reporting to the counseling center at one institution. There was no increase in the number of counselors available to serve those students.

Recommendations for Part II

1. The number of persons seeking counseling related to sexual assault has increased, while the number of counselors serving these students has remained constant. Sexual assault is an experience that has strong ramifications for all areas of a person's life, including her or his ability to function academically. The Council recommends that institutions monitor students' requests for sexual-assault-related counseling and attempt to provide it either on campus or through special arrangements with groups off campus.

2. As Virginia campuses serve a population of increased diversity, they must respond to the needs of more students who are disabled or from different ethnic backgrounds. The Council recommends that institutions be particularly sensitive to the special needs of disabled students and those of different ethnic backgrounds who have experienced sexual assault.

Part III: Coordinating with the Department of Education to address sexual violence throughout the curriculum

According to the 1991 student survey about campus sexual assault, about three-fourths of the students in Virginia's colleges participated in family life education in high school and considered the classes helpful. Through a review of the family life curriculum, Council staff learned that sexual violence is addressed at each grade level.

On November 12 the Council received a national teleconference on campus sexual harassment and invited area public schools to join in viewing the event. Plans are also

underway to invite public school personnel in the Charlottesville area to attend the Second Campus Sexual Assault Conference in Charlottesville, February 9-11, 1993.

Recommendations for Part III

1. The Council recommends that all public school personnel be trained about sexual assault, specifically about rape trauma syndrome.

2. The Council also recommends that training about sexual harassment be included in the in-service education for all public school personnel in Virginia.

Part IV: Encouraging training and information-sharing among the institutions

Three training programs have addressed campus sexual-assault issues. The programs were about Crime Prevention Through Environmental Design (CPTED), sexual-assault victimization, and rape trauma syndrome. Assistance for campuses that are developing policies and judicial procedures continues, and Council staff members have conducted numerous workshops related to campus sexual assault. The Council's task force is also working to develop a model for accurately collecting and reporting incidence data concerning campus sexual assault.

Recommendations for Part IV

1. The Council recommends that campus judicial boards receive training to prepare the members to hear sexual-assault cases.

2. Because they offer important networking and program-sharing opportunities, the Council recommends that the regional consortia for substance abuse and sexual assault continue to meet.

3. The Council recommends that the rape-trauma syndrome workshops be repeated during 1993 and that additional workshops concerning campus sexual assault be offered regionally.

4. Several institutions, including the University of Virginia, The College of William and Mary, and Mary Washington College, contract with the local rape crisis centers of Virginians Aligned Against Sexual Assault (VAASA) to provide programming and support services. The Council recommends that more institutions contract with VAASA for these purposes.

SECOND REPORT TO THE GOVERNOR AND GENERAL ASSEMBLY ON SEXUAL ASSAULT AND RAPE ON VIRGINIA'S CAMPUSES

INTRODUCTION

Senate Joint Resolution No. 46, introduced by Senator Yvonne Miller and passed by the 1992 General Assembly, charged the State Council of Higher Education to continue for one additional year its study of sexual assault on Virginia's campuses. Specifically the resolution directed the Council to

> (i) assist institutions in the development and implementation of programs addressing sexual assault, (ii) coordinate with the Department of Education to ensure that sexual violence is addressed throughout the curriculum, and (iii) encourage training and information-sharing among the institutions to ensure the effective use of institutional resources.

This legislative mandate continues a 1991 General Assembly directive, also sponsored by Senator Miller, to address sexual assault on Virginia's campuses. In 1991 the Council of Higher Education convened a task force on campus rape. With the help of a grant from the Department of Criminal Justice Services, the Council and the task force studied the issue through a survey of 5,000 Virginia students and through another survey of Virginia higher-education institutions. The results of those activities were described in Senate Document No. 17. The study continued in 1992 with eight focus groups held on campuses in Virginia and with a state-wide conference held in April. In July 1992 the Department of Criminal Justice Services awarded the Council a second federal grant to continue the legislatively mandated study. The Council formed a new task force and has continued its work in this area.

This document completes the report on the 1991-1992 activities, specifically on the focus groups and state-wide conference. It also contains information about the following: the five regional consortia, the fall 1992 survey of Virginia higher-education institutions about policies and programming, training about rape trauma syndrome, other activities of the task force and Council staff, and suggestions for future work to address campus sexual assault.

PART I: STATE-WIDE ACTIVITIES, 1991-1992

Focus Groups

In order to get a sense of students' experiences of sexual violence on Virginia's campuses, in fall 1991 the Council contracted with the Virginia Commonwealth University Survey Research Laboratory to survey a random sample of 2000 male and 3000 female students about their sexual attitudes and behaviors, their opinions about campus services available to address sexual violence, and their experiences of various forms of sexual coercion and violence. The results of those activities were compiled in Senate Doc. No. 17, Sexual Assault on Virginia's Campuses.[1]

The task force sponsored a series of student focus groups to clarify and expand the findings of the student survey. It held them on campuses of various types: a community college, several medium-sized and large universities, and one private four-year college. The groups, of 6-11 students each, were also various in their composition: some were made up of males, some of females, some were mixed gender, some were all black, some all white, and some were mixed race. The object was to get as wide a representation as possible and to create groups as homogeneous as possible so that people would be able to speak freely.

What follows is a description of what the task force learned about sexual attitudes and behavior on Virginia's campuses, as well as some of the conclusions it drew about the connections between those attitudes and behaviors and the problem of sexual violence.

Experiences

The fall 1991 student survey asked women and men similar questions about experiences they have had with coerced sex, sexual assault, and rape as students in a Virginia college or university. The survey asked women if these had happened to them and men if they had done any of these things to women.

To determine the incidence of sexual assault, the survey asked women if they had given in to unwanted sex play or intercourse because a man physically threatened, intimidated, or forced them or because they were mentally and/or physically unable to resist--the legal definition of sexual assault. Six and a half percent of all women surveyed had been assaulted while they were Virginia students, or one in fifteen. Extrapolating from the incidents reported for 1990-91, the Survey Research Lab estimates that approximately 13,000 assaults occurred to women in Virginia colleges and universities during that year.

Two percent of the women reported rape, nearly five percent (one in twenty) reported attempted rape, and three women reported gang rape. The estimated occurrences of rape experienced by women students during 1990-91 include approximately 1,800 attempted rapes, 1,600 completed rapes, and 175 gang rapes.

Although most women students who reported sexual assault or rape said they had been assaulted by another (male) student, the percentage of male students who reported having forced or assaulted women was much lower than could have accounted for women's reports. Seventy-eight percent of women who had been sexually assaulted said a male student had been the perpetrator. Only four men in the sample (well under one percent) admitted having used physical force or intimidation to engage a woman in sex play. Sixty-one percent of women student victims of attempted or completed rape had been assaulted by male students from their own or another college. Yet only one male student said he had tried (unsuccessfully) to force a woman to have intercourse. Three men in the sample reported having participated in attempted gang rape; one said the rape had been completed.

As expected, women students reported sexual coercion much more frequently than assault or rape. To determine the incidence of coerced sex, the survey asked women if they had given in to unwanted sex play (fondling, kissing, or petting) or intercourse because they were overwhelmed by a man's continual arguments and pressure. Fifteen percent, or one of every six women, reported being coerced, for an estimated number of approximately 31,000 occurrences during 1990-91. Male students were more likely to report having coerced women than they were to admit to assault or to rape, but substantial differences between their reports and those of women were still apparent. For example, over 80 percent of women students who had been coerced into sex play said a male student had been the aggressor, yet only three percent of male students said they had ever coerced a woman to engage in sex play.

It is probably not surprising that very few men were willing to confess to illegal behaviors of assault and rape, but discrepancies between the reports of women and men also seemed to reveal a deep disagreement about definitions of "consent" and "coercion" or in interpretations of fact.

Because these differences were so dramatic and occur in a gray area where legal liability is much less clear than with assault and rape, the task force spent a good deal of time in the focus groups trying to get a clearer sense of what men and women students considered to be unacceptably coercive sex. Arguments and pressure were generally seen as an inevitable part of the dating game, and both men and women in the mixed-gender group expressed the opinion that the woman had to take responsibility

for making a clear and forceful choice when it was applied. Some men thought that a man who pressured a woman to have sex when she didn't want to was exhibiting a real lack of what one of them called "personal class," which seems to be a combination of personal integrity, good values, self-esteem, and cool. But the line between persuasion, pressure, and intimidation was hard to draw.

The central problem seems to be considerable confusion about the nature of consent. When the focus-group facilitators asked men how they knew when a woman wanted to have sex, they became inarticulate and self-contradictory. Very few of the men thought that a woman needed to say yes in order to signal her assent, though those few were very adamant about it. In fact, one man reported that "If they say yes, you're going to want to back off." The double bind this puts women into was exposed when this same group later expressed considerable frustration at women's perceived inability to express clear consent for sexual encounters.

The taboo against a woman's saying "yes" leads to a lack of credibility for the term "no," since she does not have two acceptable terms at her disposal. So most of the men in the groups seem to see any non-no as expressing consent. Even a "no" could mean "yes," when delivered in a certain way or under the "right" circumstances. When asked what that delivery was or those circumstances were, the men generally replied that they "just knew."

Some women in the mixed-gender focus group strongly objected to the presumption that if they got themselves into certain situations, they were signalling their desire to have sex, no matter what they said. This disagreement over what constitutes consent may explain a good deal of the difference between the number of incidents reported by men and women on the survey. Most of the men believed that men and women should -- even if they rarely did -- talk things over ahead of time and that a woman never loses her right to say no. At the same time, they also believed that "most men" wouldn't stop when they thought that the tone or circumstances signalled yes, even if the woman was saying no. The danger in this attitude is, of course, that the results of the survey demonstrate that in a substantial minority of cases, men read women's intentions inaccurately.

The focus groups themselves enacted these communication difficulties in interesting ways. For instance, in the mixed group, males talked three times more frequently than the females, and at greater length -- often about what women think or feel, which they assumed they understood without asking the women. The women's silence may suggest that they share the view expressed by women students in the videotape <u>He Said, She Said</u>, that men see women who talk as trying to be dominant. These women students

believed that this failure to conform to the acceptable female stereotype makes women "scary" to men. Many students in the groups also had trouble expressing themselves, finishing many of their thoughts with "you know. . . ." Of course, trouble arises when the person to whom one is speaking does **not** know. And many of the students, but the first-year women particularly, exhibited a good deal of embarrassment in talking about these issues at all, which suggested that it might not be easy for them to do so with a potential sexual partner.

Although they had been on campus for less than two months at the time of the fall 1991 student survey, women beginning their freshman year appeared to be at special risk. During the first weeks of their college experience, 14 percent of these women reported being sexually coerced. First-time freshmen women reported approximately 6,500 occurrences of coercion during the early weeks of 1990-91. Nearly four percent of these women had been sexually assaulted -- representing nearly 2,000 assaults against first-year women during their first weeks on campus.

One percent of freshmen women reported rape and three percent attempted rape. Thus, during the opening weeks of the 1990-91 academic year, first-year women reported approximately 450 completed and 1,400 attempted rapes. Assuming an eight-week period, first-year women suffered an average of 56 rapes, 176 attempted rapes, and 214 sexual assaults each week.

The focus group participants, both male and female, agreed that first-year women were particularly vulnerable. Unlike in high school, a young woman cannot be alone with a group of boys she has known for years and who see her as a friend -- such behavior with a group of male strangers is likely instead to be one of those circumstance that give the impression that she is available for sex.

And she may in fact not be at all sure of what she wants. Women talked about coming to college and shedding all the old familiar familial rules, without any sense of self-generated values to take their place. They talked about the sense of invulnerability, the heady sense of freedom, the lack of caution, and the desire to be found acceptable -- all traits to be expected at the developmental stage characteristic of eighteen-year-olds but that leave first-year women at the mercy of predatory males. The men thought that there are a good number of such males -- one man even gave them voice by saying about freshmen women, "You can tell them anything!" Alcohol is a part of the game that these men play. Some of the male students in the groups thought that getting a woman drunk to the point of "flying" is an acceptable tactic, even while they drew the line at having sex with a woman drunk to the point of unconsciousness.

According to survey respondents, sexual coercion, assault,

and rape are generally tied to alcohol and drug use. Over two-thirds of the reported incidents involved alcohol and/or other drugs, and from a half to two-thirds of women considered themselves unable to resist some form of sexual violence because of their alcohol and/or drug use.

Of course, alcohol diminishes the judgment and the articulateness necessary to navigate the increasingly treacherous waters of male-female communication. All the students talked about the effect alcohol had on their judgment. The women felt it made women incompetent to make, communicate clearly, or insist on a decision to abstain from sex, just at a time when coercion is apt to increase. Some men felt that alcohol policies penalize men and patronize women in assuming that the man is responsible for what a befuddled couple does. Few men seemed aware of the legal implications of having sex with a woman whose ability to consent has been seriously compromised by alcohol.

Attitudes

Because what people think and what they do are so closely linked, the survey presented students with a list of attitudinal statements and asked them to rate their agreement with each of them. These statements ranged from whether there is too much peer pressure to have sex to whether women will say "no" to a sexual proposition when they really mean "yes." This set of questions resulted in some good news: almost all the women and men agreed that rape is upsetting and that a man's being drunk is no excuse for rape. Students uniformly disagreed with the statement that a woman should pay a man back for a date with sex or that a woman can't be raped unless she wants to be.

On most of the statements, however, men and women differed significantly, and these differences indicate a background of attitudes supportive of assault against women. Over a third of men agreed with statements like "Many women cause their own rapes by the way they act and the clothes they wear around men." A smaller but still troubling number (15 percent of men and 17 percent of women) agreed that "if a woman drinks to the point of helplessness, it isn't rape." Twenty percent of the men agreed with a key statement, "A woman will pretend she doesn't want to have sex because she doesn't want to seem loose, but she still hopes he will insist." Twelve percent of women agreed with this as well, suggesting that a minority of women do not send clear signals about what they want or believe that other women don't.

Almost a third of the male students thought that if a man doesn't have sex with a woman who wants to, his masculinity may be questioned, and 13 percent of women agreed. A higher percentage of men (17 percent) reported having engaged in sex play or intercourse because they thought it would be inappropriate to refuse than women reported sexual coercion.

Clearly men feel under pressure too, and they seem much more cognizant of that pressure than of the pressure they are applying to women.

These attitudes and others explored in the survey help to set the stage on which so many women students are assaulted and establish a context in which most of these women feel confused enough about what has happened and who should be held responsible that they do not ask for help. Men may be confused about what is expected of them and how to read a woman's signals, but women are confused as well and often do not know how to act on their own behalf.

The focus groups clarified one response on the survey. More women than men agreed with the statement that there is too much pressure on college students to have sex. Now, men are clearly pressuring women to have sex. But this answer did **not** mean, according to the students in the focus groups, that women apply peer pressure to other women to be sexually active. In fact, both men and women spoke disparagingly about women whom they perceived as not being discriminating about their sexual partners. The word "slut" is still in use, even after the so-called "sexual revolution." There was some indication that both men and women assume that a woman who is in a relationships will sleep with her partner.

There doesn't seem to be a word with negative connotations commonly in use that describes sexually indiscriminate men, although some women referred to such men as "dogs." As one group put it, a man leaving a woman's apartment in the morning will take the "walk of fame," whereas a woman leaving a man's place will take the "walk of shame." It seems that what one focus-group facilitator referred to as "the Magic Johnson syndrome" -- the expectation that a man should conquer as many women as possible -- is still not dead on Virginia's campuses.

Ironically, here is where the silver lining of the AIDS cloud comes in: one man said that that was a good, acceptable excuse to refuse a woman now, not to mention a real reason to avoid anonymous one-night stands. It is sad to think that in some cases only the threat of death seems a compelling reason to institute communication before sex rather than using sex as a substitute for communication. But as one woman in <u>He Said, She Said</u> put it, "Even more than sex itself, telling someone what's inside you is really scary."

Some men said that they didn't feel so much the pressure to have sex as the pressure to talk about having it. That is, when they walk a woman home, they are likely to be asked by their male friends what happened. This notion of the masculine role seems in some cases to be passed down from father to son -- one man reported that fathers ask questions about their sons' sexual

activities. In response to all this questioning, some men make up answers.

What campuses can do

Clearly, justifiable questions can be raised about the safety of Virginia students. Eight percent of men and 11 percent of women reported personal knowledge of a student who had been raped on campus during the previous year. Three percent of the men and five percent of the women knew a male student who had raped a woman on campus. On a scale of 1 to 10 (from not safe at all to very safe), Virginia students rated women on their campuses to be only fairly safe from being assaulted or raped. Males rated safety higher than did females - an average of 6.6 by men and 5.8 by women. Freshmen perceived campuses to be safer than did other undergraduates -- perhaps explaining some of the special vulnerability of this group.

The 1991 student survey asked about the availability and usefulness of campus resources for dealing with assault and rape. Half or more of the students reported six types of resources to be available: campus security offices, written rules or guidelines, emergency phone numbers, escort services, and campus judicial procedures. Other, less available resources the students also considered useful: peer advocates, campus rape-crisis counselors, community rape-crisis centers, and class presentations on sexual aggression. Whether or not they were available, both female and male respondents rated all these resources as valuable, indicating a strong recognition on the part of these students that attention should be given by colleges and universities to protecting women students from unwanted sexual aggression. Both male and female students wanted campuses to have clear rules or guidelines about sexual assault and rape.

In giving advice to campuses, most of the students in the focus groups talked about education and prevention. The women in two different groups talked about the buddy or big-sister arrangements that develop now informally among friends as something the colleges might arrange systematically for first-year women. This kind of arrangement has the advantage of being a form of peer education. It was clear to the task force that certain changes in campus culture will have to occur for the problem of acquaintance rape to be effectively addressed. While adult help is probably necessary at least for traditional-aged students to clarify their values and their thinking on these issues, ultimately students are going to have to formulate for themselves a new set of agreements about the ethics of sexuality. Older students can help younger ones do that in a constructive way, just as now they do it sometimes in a way that reinforces the gaming notion of sex.

That is not to say that the students did not appreciate

their colleges' efforts to educate them. They found freshman orientation helpful, although they stressed that if the message is not to get lost in the excitement of those early weeks, it must be reinforced and personalized. On one campus the students felt that sorority and fraternity students had a more systematic education on these issues than those not in the Greek system. Sometimes students acknowledged that the educational programs offered were not well attended, especially by those who most needed them. In some way the college needs to signal their importance. It needs to provide both male and female educators to both female and male students and make those students feel safer by providing them with information that they need and want. But the students in one group stressed how late in life it was to begin such educational efforts, that they should be an aspect of education from the early years. They also believed that it should be a part of the curriculum.

Students are concerned about safety: they want security offices, emergency telephone numbers, escort services that work, secure dormitories, and safe lighting. Asked on the survey what one thing they would change to improve how their college or university deals with rape and sexual assault, students most frequently identified improved security and education. The emphasis on security seems to contradict the information from the survey that most threats come not from strangers but from individuals known to the victim. But students want risks to be reduced because they are somewhat pessimistic about the capacity of education to change culture, and they are quite fatalistic about what will happen in the aftermath of any incident.

First, worries about confidentiality arise when a student contemplates talking to college authorities. Women in one focus group said no one wants to be known in the small community of that campus as the student who was date-raped last Saturday night; men on another campus didn't want to see their names on the public roster of the health center. Both men and women were worried about the ostracism that could follow any charge of rape, both of the man and of the woman. This helps explain why women are so reluctant to talk to anyone except possibly a friend about what has happened.

The focus-group facilitators asked students what they thought would happen if such a case was reported. Most of the men were aware of recent rape cases and the publicity about date rape that have been in the media recently, of women's increasing assertion of their right not to be sexually assaulted, and of recent attempts by college administrations to address the issue of sexual violence on campus. Their attitudes ranged from concern for women to anger at the possibility that they might be accused of cheating at a game whose rules they were confused about and where the penalties for cheating were, to them, unclear but ominous. The task force expected to and did see women's

opinion that neither the campus judicial system nor the criminal justice system would deter men or protect them; we were surprised at the extent to which men saw themselves as victims of those same systems.

African-American males felt the most vulnerable. This is partly because of the sexual stereotyping to which black men have been subjected in this country. (And African-American females felt similarly stereotyped, particularly by Caucasian males -- one woman said that "they think that we don't ever get tired.") But black males also felt vulnerable because of the extent to which the criminal justice system has treated them unfairly. They considered Mike Tyson to have had the cards stacked against him in a way that William Kennedy Smith did not. This sense of vulnerability must only have been increased by recent events in Los Angeles.

Men in general expressed a fear of being victimized by vindictive partners and a need for information about the extent and nature of what they will be held accountable for. Some men, though, took a more passive stance, seeing themselves as victims of a change in the culture but evincing no interest in how they should respond to those changes by becoming more sexually responsible.

The women students had their own version of this passivity. A dominant theme in their remarks was that sexual victimization was bound to happen to naive or unwary women, and that while unfortunate, it was inevitable as one moved into womanhood. Some women even saw this victimization as a necessary consequence of women's "caretaking" natures or of their desire to not make a fuss. And the women in the groups were alternately critical and defensive about women's passivity or risk-taking behavior -- one woman coined the term "self-inflicted coercion," and another said that you "rape yourself" when you drink unwisely. These attitudes, either on the part of the woman herself or projected onto those she might talk to, discourage women from reporting what has happened to them.

Conclusion

Students are telling us the following things about sex and sexual violence on campus in 1992: that men and women need to become more fluent in each other's languages, and that Virginia's colleges and universities need to help their students develop the kind of values, skills, self-esteem, and empathy that will prevent sexual violence from occurring, as well as deal with it when it has.

State-Wide Conferences

In April 1992 the task force and the Council sponsored a

state-wide conference on campus sexual assault. Two hundred and fifty people from public and private institutions throughout the state attended the two-day conference. A professional theater troupe from Charlottesville presented "But I Said No," a drama about acquaintance rape. Dr. Bernice Sandler, Senior Associate of the Center for Women Policy Studies in Washington, was the keynote speaker.

Conference participants chose from among 30 sessions about sexual assault on campus. Topics included developing policies and procedures for rape response, the special needs of community college students, and a mock campus judicial proceeding.

Evaluation of the conference by those attending indicated that the plenary, luncheon, banquet, and concurrent sessions were well received, and that another conference should be held in the near future. There were some suggestions for additional topics (policies and procedures, for example), for more student involvement, and for some adjustment to meeting times or repeating sessions. There was good deal of support for the value of the conference in networking with others.

A second state-wide campus sexual assault conference will convene at the Sheraton Hotel in Charlottesville, February 10-11. Andrea Parrot of Cornell University will be the keynote speaker. A pre-conference institute on peer education will meet on February 9. Planned session topics include rape-trauma syndrome, sexual assault and the disabled student, and new-student-orientation models for sexual-assault education.

Recommendation for Part I

The Council recommends that mandatory and optional programming efforts about relationships and sexual violence be increased on Virginia's college campuses, especially for residential students.

PART II: ASSISTING INSTITUTIONS IN THE DEVELOPMENT AND IMPLEMENTATION OF PROGRAMS

Regional consortia

Because of the close connection between substance abuse and sexual assault, Council staff decided to establish five regional consortia of campus personnel to address these two issues locally. In July and August each consortium met for the first time. Marigail Sexton, the Council's substance-abuse-prevention specialist, and Vicki Mistr, the sexual-assault-prevention specialist, lead each group through a needs assessment and program-planning workshop. A steering committee later planned the activities for that group. The plans vary, but include regional mini-conferences on gender issues, communication, judicial issues, and orientation. One consortium has also planned a student media contest, with awards to be presented at the Governor's Dissemination Conference in March, 1993.

Conducting campus site visits

Council staff has visited several campuses, including Piedmont Virginia Community College, the University of Virginia, Virginia Wesleyan College, George Mason University, and Shenandoah University during the summer and fall. The staff discussed campus programming during the visits. Workshops were conducted at Radford University, the University of Richmond, Northern Virginia Community College, and Emory and Henry College in November. Council staff will visit other sites in the spring.

Fall 1992 survey of higher education institutions

Purpose

The purpose of the survey was to examine institutional efforts to address sexual assault through four major initiatives: policy development, programming, security, and treatment and support. This was a follow-up survey to one conducted in fall 1991, so much of the data reported will compare results of the two surveys, specifically examining whether positive change has occurred.

Results indicate there has been positive change regarding institutions' development and publication of sexual-assault policies, and committees to address the issue. Positive changes have also occurred with respect to naming a specific resource person on campus, educating students about campus sexual assault, and establishing a mechanism for recording reports of campus sexual assault. On the other hand, campuses' optional educational programs have decreased since 1991.

The survey was sent to all 80 public and private higher

education institutions in Virginia: 15 four-year public institutions, 1 two-year public institution, 24 community colleges, and 40 private institutions.

The overall response rate of the survey was 65 percent. The response rate for the public senior institutions was 93 percent; for the community colleges, plus Richard Bland College, 88 percent; and for the private institutions, 40 percent. The percentage responses included in this report are a percentage of the total responses received to the survey. If a community college with several campuses returned a survey from more than one campus, the responses were treated separately in the calculation of the data.

Policy development

Both the 1991 and 1992 surveys asked whether the institutions had sexual-harassment policies. The 1991 survey asked if institutions had a written policy on sexual harassment. Fifty percent of the institutions answered yes. The 1992 survey asked separate questions about student policies and faculty/staff policies. Forty-four percent of the institutions had a student harassment policy. Fifty-one percent had faculty/staff harassment policies.

In 1991, 34 percent of the surveyed institutions had written sexual-assault policies. The percentage rose to 54 percent in 1992 (see Figure 1, page 17), with most policies being published in the student handbook (54 percent) and an independent policy booklet or brochure (34 percent).

The Campus Security Act, requiring institutions to record and report certain criminal acts on campus, has probably influenced the fact that 93 percent of the surveyed institutions have a mechanism for recording sexual-assault incidents (see Figure 2, page 18). Sixty-five percent have a written procedure for campus disciplinary action when a student reports a sexual assault to the college.

When a student reports a sexual assault, she or he has four options for redress: a campus judiciary hearing, criminal proceedings, a civil suit, or mediation. Roughly half the institutions suggest to the student the first three options. Mediation is offered as an option by one-third of the institutions.

When a student chooses a campus judiciary hearing, a special hearing board is appointed in only 23 percent of the cases. While some believe a special board should hear these cases,

Figure 1

PERCENTAGE OF VIRGINIA COLLEGES AND UNIVERSITIES WITH PUBLISHED SEXUAL-ASSAULT POLICIES, 1991 VS. 1992

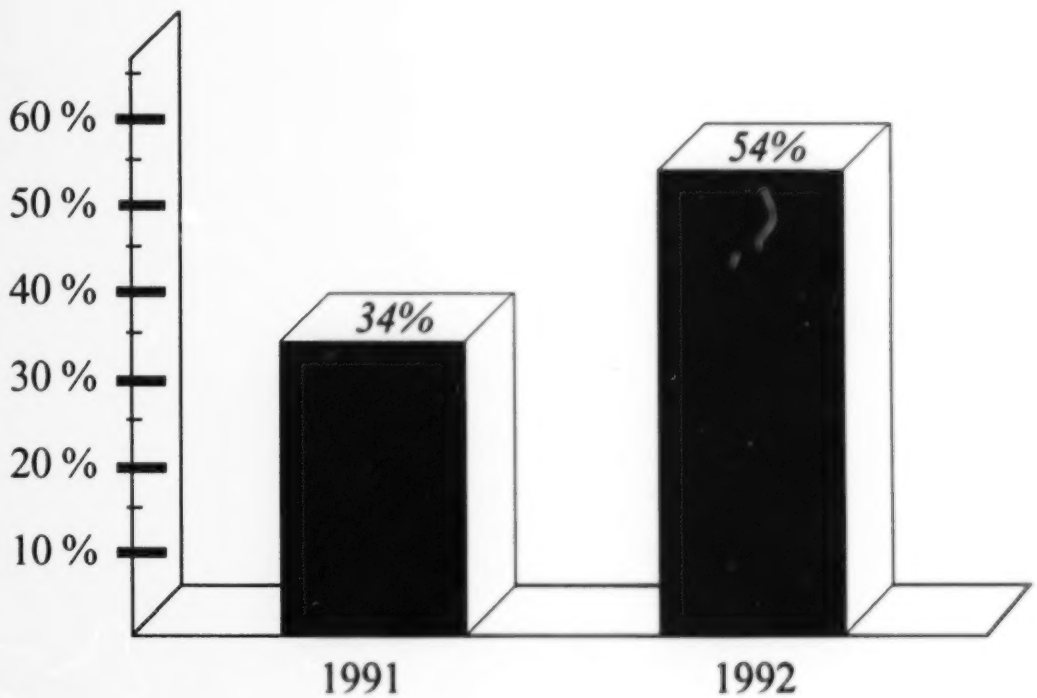
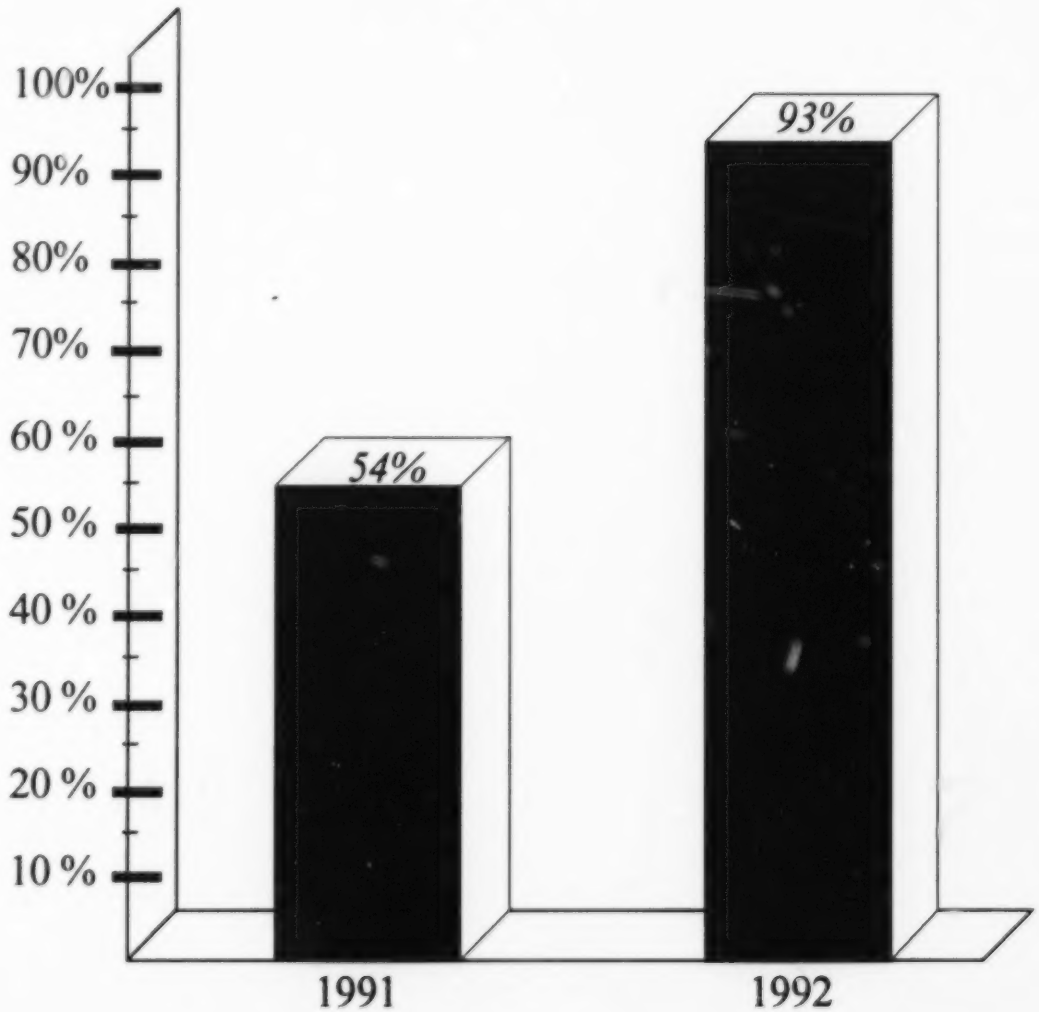


Figure 2

PERCENTAGE OF VIRGINIA COLLEGES AND UNIVERSITIES WITH A MECHANISM FOR RECORDING REPORTS OF CAMPUS SEXUAL ASSAULT, 1991 VS. 1992



others argue that having a special board and then training them to hear sexual assault cases may taint the hearing. A better choice may be to use the same disciplinary board for all campus hearings, but, because of the sensitive nature of the offense, to train the board concerning special issues about sexual-assault cases.

If a student who has been sexually assaulted decides to pursue a campus judiciary hearing, how much time will elapse between the reporting of the crime and the hearing? Though twenty-four institutions (43 percent) did not respond to this question, forty-eight percent indicated they would conduct a hearing within 14 days. Five other institutions (9 percent) indicated the waiting period would be between 21 and 60 days.

It is important for institutions to address campus climate as it relates to sexual harassment and sexual assault. One way to do this is through a special committee or task force. In 1991 26 percent of the campuses had such a committee. In 1992 the figure was 46 percent. (See Figure 3, page 20.)

Educational efforts

Who and what are the resources available on campus to assist women who have been sexually assaulted, and how are those resources coordinated? In 1991, 11 percent of the survey respondents had a sexual-assault resource office and 7 percent had a full- or part-time resource coordinator on campus. In 1992 45 percent of the respondents had these offices and a third had full- or part-time coordinators. (See Figure 4, page 21.)

Other persons were also identified as resources for students. The most frequently identified were counseling center staff (85 percent in 1991, 79 percent in 1992) and administrators (69 percent in 1991, 63 percent in 1992). Campus police, student health, and resident assistants were the next most frequently identified resources, followed by faculty, off-campus therapists, and campus ministers. The least likely individuals to be identified as student resources for sexual-assault assistance were coaches. In almost all instances there was a slight decline from 1991 to 1992 in the number of campus positions that were specifically identified as sexual-assault resources for students. This may have been the result of adding in the 1991 survey sexual-assault resource coordinator to the list of possible resources.

Campus programming efforts about sexual assault fell into three categories and varied widely. The survey included questions about campus-sponsored education for students, programming sponsored by other students, and efforts to educate faculty and staff.

Figure 3

Percentage of Virginia Colleges and Universities With a Special Committee or Task Force to Address the Campus Climate as it Relates to Sexual Harassment and Sexual Assault, 1991 vs. 1992

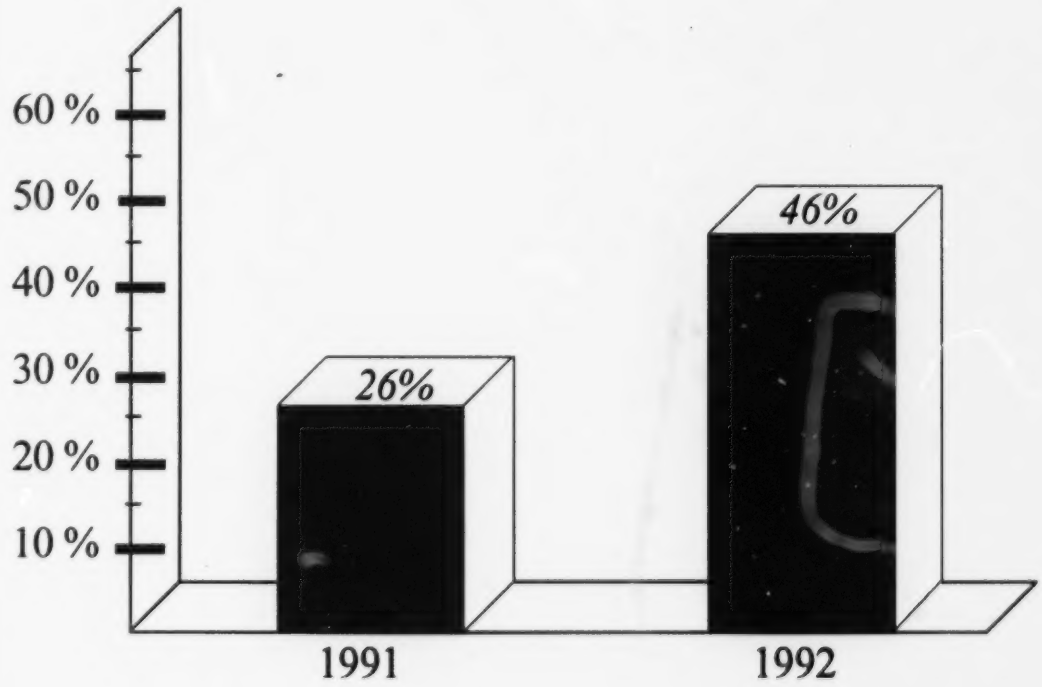
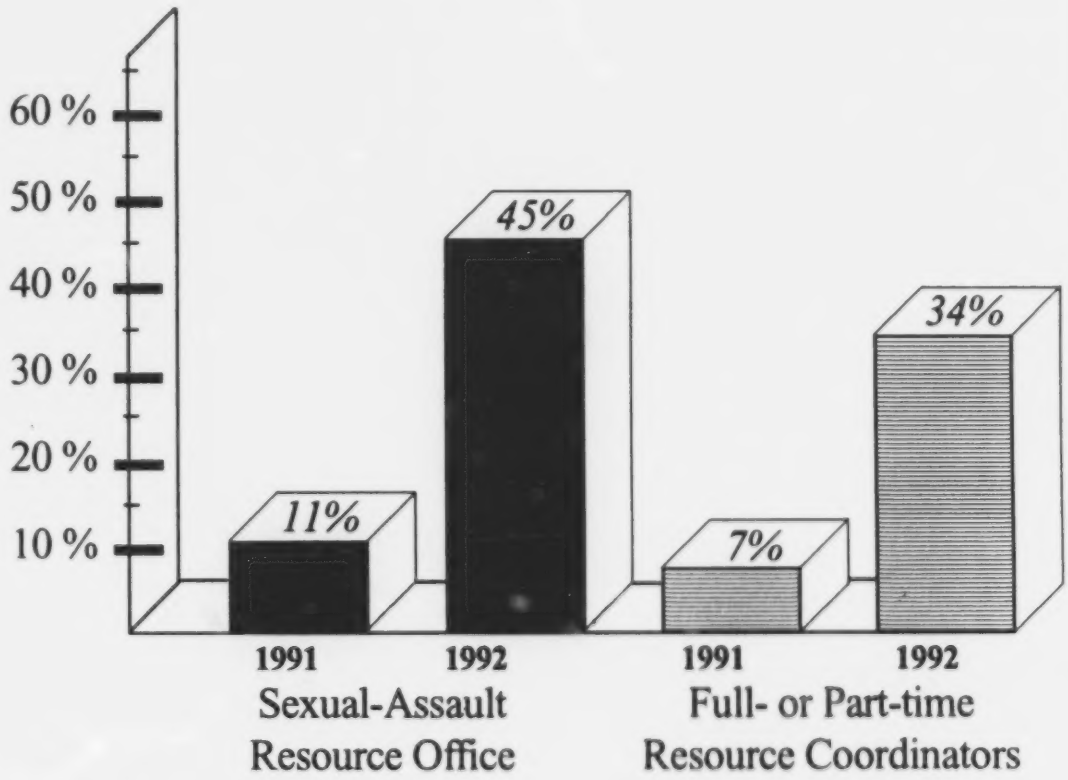


Figure 4

PERCENTAGE OF VIRGINIA COLLEGES AND UNIVERSITIES WITH A SEXUAL-ASSAULT RESOURCE OFFICE AND A FULL- OR PART-TIME RESOURCE COORDINATOR ON CAMPUS, 1991 VS. 1992



Fifty-nine percent of the institutions offered sexual-assault information during mandatory orientation, with another 13 percent offering information during optional orientation. While the mandatory orientation figures changed little from 1991 to 1992, the optional orientation offerings decreased between 1991 and 1992 from 25 percent to nine percent respectively. Outside speakers with optional attendance were offered by 57 percent of the respondents in 1992, down from 67 percent in 1991. Forty-three percent of the institutions had counseling centers that offered (optional attendance) workshops about sexual assault in 1992, down from 54 percent in 1991. Almost half (43 percent) of the campuses in both years offered optional self-defense training. About one-third of the institutions in both surveys indicated that they offered a sexual-assault-awareness week.

The 1992 survey asked about student-sponsored educational efforts. Twenty percent of the respondents required some student groups to provide education about sexual assault. Four percent or fewer of the institutions required service organizations, athletic teams, or military organizations to present programs about sexual assault. However, fraternities and sororities were required on 21 percent and 14 percent of the campuses, respectively, to present sexual-assault programs.

Some campuses require special training about sexual assault for various staff members. Sixty-six percent of the 1992 survey respondents required training for the counseling staff, compared to 46 percent in 1991. In both 1991 and 1992 about half the institutions required campus police training. About one third of the institutions required special training for student health and residence life personnel. These were slight changes from 1991 (an increase for student health and a decline for residence life). Less than 15 percent required similar training for faculty, but this was an increase from 8 percent in 1991. Faculty and staff education about sexual harassment and sexual violence were available in the 1992 survey on 62 percent and 52 percent of the campuses, respectively.

Campus security

Both the 1991 and 1992 surveys provided a list of services the security or police office might offer to assist a sexual-assault survivor. These services included an escort service, safety shuttle, sexual-assault hotline, victim's advocate, rape-crisis counselor, security office, rape-crisis center, emergency phones, and crime watch. There was almost no change in the percentage of institutions that offered these services in 1991 and 1992. The most widely offered services were the security or police office (66 percent), escort service (54 percent), and campus rape-crisis counseling (36 percent).

The survey also asked campus security or police officers

about building access, lighting, electronic surveillance, security for night classes, and a local taxi arrangement (the student calls a taxi, the institution pays the fare, which the student reimburses later). The offering of most of these services remained constant in 1991 and 1992, but there was an increase in offering the local taxi arrangement from four institutions (7 percent) in 1991 to nine institutions (16 percent) in 1992.

The Council of Higher Education and the task force have been interested in how institutions and campus police respond to outside inquiries about sexual assaults. The survey asked campus police or security if they had a written policy of confidentiality for dealing with sexual-assault cases. Though one-third did not answer the question, 46 percent now have written confidentiality policies, compared to 33 percent in 1991.

When asked how the policy directed the police to respond to inquiries, 18 responded. Eight of those 18 stated the inquiry would be directed to the college media relations office. Four stated they do not release the information, and another five refer the inquiry either to the police chief or a student affairs officer.

Counseling and other support services

Regardless of when the experience occurred, sexual assault is traumatic and results in major life adjustments for the survivor. Recognition of the trauma by the survivor may take years, and recovery often requires professional assistance. In the meantime a person who has been sexually assaulted and has not been able to recover is impaired in her or his ability to function in a healthy manner in society. This includes the ability to achieve academically. It should be the objective of persons responding to those who report a sexual assault that appropriate assistance for recovery be provided, so that the survivor has an opportunity to recover unimpeded and become a fully productive member of society.

Thirty-four institutions (61 percent) have a psychological counseling center on campus, and they use a variety of methods to inform students about the services. The two most widely used methods are through orientation and brochures. Eighteen institutions (32 percent) offer 24-hour, 7 days-a-week, on-call service, but for students at 15 institutions (27 percent) there was a wait of between 1 and 14 days to receive counseling.

Counseling centers refer a number of students to assistance providers outside the institution, speak to groups about rape, and provide individual counseling. Twenty-three percent of the responding institutions also provide opportunities for rape-survivor support groups to meet.

The 60 Virginia higher-education institutions responding to the 1991 survey had a total of 244.7 full-time-equivalent (FTE) psychological counselors on staff. This year 56 institutions reported 220.22 FTE counselors. Thirty-two campuses had between zero and 7.9 counselors; nine campuses reported between 8 and 19.9 counselors, and two institutions reported 20 and 45 counselors respectively. The majority of counselors are trained in psychology and counselor education. Survey respondents indicated that a total of 60 counselors held a doctorate in psychology, and 75 counselors held a master's degree in counselor education.

The task force believes the majority of campus counselors earned their degrees in Virginia and raised the question of counselors' training in sexual-assault issues. The task force was aware of very few courses in counselor training in Virginia that address sexual assault. Survey respondents, however, indicated that counselors did receive continuing education and workshop training about sexual assault. Further, a study commission in Virginia has been considering whether to require specialized training about sexual assault for those who work with survivors. Because institutions are charged with effectively responding to victims of sexual assault who request assistance, the task force believes this issue warrants further study.

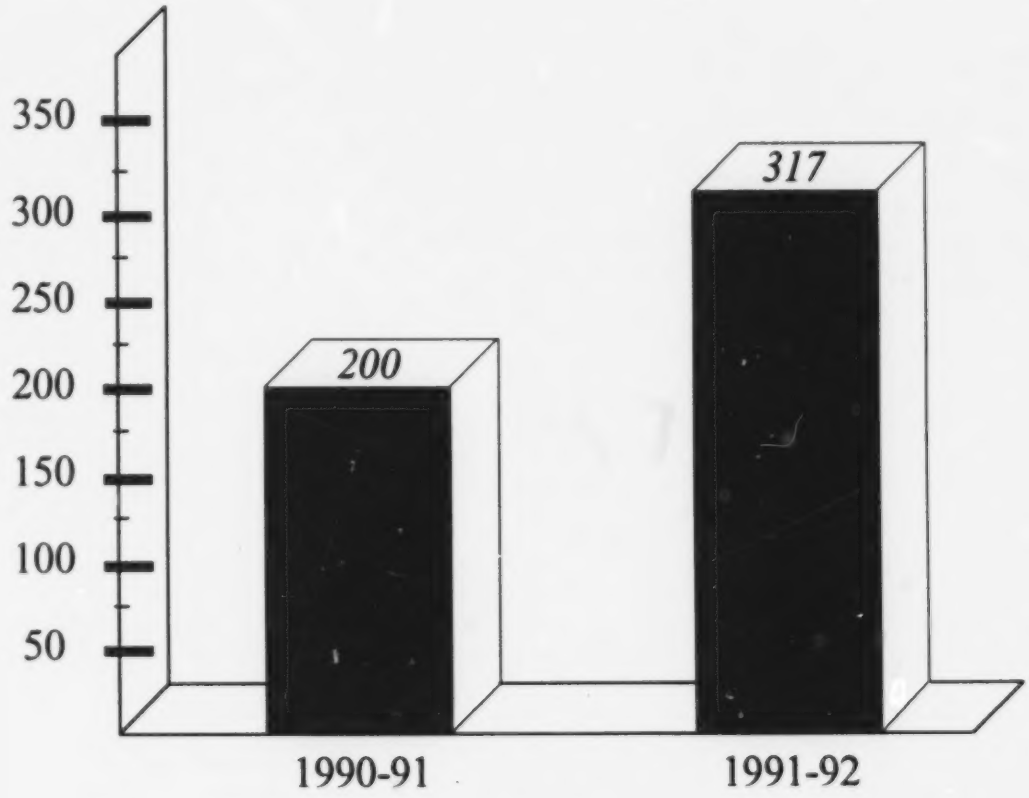
The Council and the task force also were interested in the treatment and support the counseling centers provided for sexual-assault survivors. The survey asked how many sexual-assault cases were served by the counseling center during the 1991-1992 academic year. The counseling centers of the 56 responding institutions served a total of 317 sexual-assault cases during 1991-1992. This compares with 200 served the previous academic year by 61 reporting institutions. (See Figure 5, page 25.) It should be noted that the increase was primarily the result of increased student reporting to the counseling center at one institution and that 75 percent of that institution's reported incidents were for sexual assaults that occurred prior to the student's coming to college.

Survey summary

It is clear from the study that higher-education institutions in Virginia are addressing campus sexual assault. Since the fall 1991, the number of institutions with policies about sexual assault has nearly doubled, and the number of special committees on campus to address sexual assault and sexual-assault resource offices and coordinators has increased. Educational efforts include the dissemination of sexual-assault information during orientation; the encouragement of programming by campus student organizations; and required training for campus police, student health and residence-life personnel.

Figure 5

THE NUMBER OF SEXUAL-ASSAULT CASES SERVED BY THE PYSCHOLOGICAL COUNSELING CENTERS OF THE RESPONDING INSTITUTIONS, 1990-91 VS. 1991-92



NOTE: In 1990-91 there were 61 institutions that reported, 56 institutions reported in 1991-92.

Though most security services offered on campus showed little change between 1990-91 and 1991-92, more campuses now offer a local taxi arrangement. There also was a rise in the number of institutions whose police or security departments have written confidentiality policies regarding sexual assault.

The availability of counseling services has remained constant, but the demand for services related to sexual assault increased dramatically at one institution.

Recommendations for Part II

1. The number of persons seeking counseling related to sexual assault has increased, while the number of counselors serving these students has remained constant. Sexual assault is an experience that has strong ramifications for all areas of a person's life, including her or his ability to function academically. The Council recommends that institutions monitor students' requests for sexual-assault-related counseling and attempt to provide it either on campus or through special arrangements with groups off campus.

2. As Virginia campuses serve a population of increased diversity, they must respond to the needs of more students who are disabled or from different ethnic backgrounds. The Council recommends that institutions be particularly sensitive to the special needs of disabled students and those of different ethnic backgrounds who have experienced sexual assault.

PART III
COORDINATING WITH THE DEPARTMENT OF EDUCATION TO ADDRESS SEXUAL VIOLENCE THROUGHOUT THE CURRICULUM

The Council staff has worked in several ways to address this charge of the legislature. The student survey in fall 1991 asked respondents if they considered family-life education in public school important. Nearly three-fourths (70 percent) of all student respondents thought it was important to have family-life education classes in high school, with females somewhat more likely than males to rate these as important. Roughly the same proportion of respondents actually had these classes (74 percent) and found them helpful (73 percent).

The staff has reviewed Virginia's family-life curriculum to confirm that sexual violence is addressed throughout the plans. The curriculum does address sexual violence at every grade level. In discussion with persons in the Department of Education, Council staff learned there are no current plans to increase references to sexual violence in family-life education. When a revision of the family-life curriculum is planned, the Council would recommend additional emphases on self esteem, respect for others, and gender roles.

Since sexual harassment is a part of a continuum of unacceptable sexual behavior, the Council decided to receive on November 12 a national teleconference on sexual harassment on campus. The National Association of Student Personnel Administrators (NASPA) sponsored the teleconference. The staff also invited, as part of the effort to address sexual violence throughout the curriculum, public school officials from the surrounding localities (Richmond, Henrico, Chesterfield, and Hanover).

Finally, when the state-wide conference meets in Charlottesville in February, the task force and Council will invite local public school personnel -- principals, guidance counselors, and teachers -- to attend the conference. While the conference agenda is designed for those working with college students, many sessions will also provide information useful to persons working in public schools.

Recommendations for Part III

1. The Council recommends that all public school personnel be trained about sexual assault, specifically about rape-trauma syndrome.

2. The Council also recommends that training about sexual harassment be included in the in-service education for all public school personnel in Virginia.

PART IV: ENCOURAGING TRAINING AND INFORMATION-SHARING AMONG THE INSTITUTIONS

Training programs

Three major training programs designed to address campus sexual assault have evolved from the work of the Council and two task forces (the SCHEV task force and the Governor's Task Force on Substance Abuse and Sexual Assault).

Crime Prevention through Environmental Design (CPTED)

One of the recommendations made by last year's task force concerned the education of campus facilities planners about Crime Prevention Through Environmental Design (CPTED). This is the planning of physical facilities so that the design discourages crime. Placing glass walls in stairways so that persons inside the stairwell can be seen from outside is an example of CPTED. During July 1991 the Department of Criminal Justice Services offered three regional two-day workshops about CPTED. They invited campus administrators and also architects who regularly assist with facility development at Virginia's institutions. Approximately 75 individuals participated in the workshops.

Training program for campus security and police

In a second training program, Council staff assisted the Department of Criminal Justice Services (DCJS) in curriculum development for a three-day campus security and police training program about substance abuse and sexual assault. The training component about sexual assault focuses on victimization issues of a person who is sexually assaulted and appropriate ways for police officers to respond. The DCJS will offer the training eight times between October and June. Such training would also be useful for non-campus police and persons within the judicial system who deal with survivors of sexual assault.

Rape-trauma syndrome training

Finally, the Council collaborated with Virginians Aligned Against Sexual Assault (VAASA) to develop and offer five one-day workshops in November about rape-trauma syndrome. Persons on campuses who might be in a position to respond to someone who has been sexually assaulted were invited to attend the workshop. Council staff hoped that 30 to 35 people might register for each workshop. Instead, three workshops closed with a total registration of 45 each. A total of 230 persons from all areas of campus life attended the five workshops. Apparently the workshop offered information a number of campus individuals considered important.

Information-Sharing

Policies and judicial procedures

Campuses that do not already have them are currently developing policies to address sexual assault. The staff and a task force subcommittee are working with Deputy Attorney General Claire Guthrie to review some policies and develop suggested models for the institutions. The subcommittee will also develop a training model for campus judicial boards.

Workshops and presentations

Council staff has conducted numerous workshops in the state on various topics related to sexual assault. The Virginia Community College System has invited Council staff to present sessions at six state-wide conferences. Council staff presented to regional directors of Sigma Phi Epsilon National Fraternity a four-hour workshop about substance abuse and sexual assault on campus. The Campus Police Academy of Virginia Commonwealth University invited the staff to assist in training its fall 1992 class, and Emory and Henry College invited staff to conduct a training workshop for the college's judicial hearing board in November.

In addition to local information-sharing about campus sexual assault, the staff presented a session and participated in the sharing fair at the Second International Conference on Campus Sexual Assault in Orlando in October. The response from conference participants indicated that Virginia is the first state in the country to conduct a state-wide survey of its higher-education students about campus sexual assault. A proposal to present at the National Association of Student Personnel Administrators (NASPA) has been accepted for a March 1993 presentation in Boston.

Newsletter

The first issue of The Proponent went out on September 2. Council staff writes and edits the quarterly publication. See Appendix II for a copy of the newsletter.

Other activities

Collecting data

Accurate collection of incidence data about sexual assault has long been a difficult problem. Students indicated in their survey several reasons for their reluctance to report an incident. Those reasons included believing it would not do any good; feeling ashamed and not wanting anyone to know; not wanting family to know; or feeling guilty, confused, or scared. With the

educational efforts and heightened awareness, the Council and task force had expected increased reporting of campus sexual assault. However, because of confidentiality issues and the fact that students may report an incident to any number of campus personnel, accurate incidence data are elusive. A subcommittee of the task force is working to develop a model for accurately collecting and reporting incidence data concerning campus sexual assault.

Recommendations for Part IV

1. The Council recommends that campus judicial boards receive training to prepare the members to hear sexual-assault cases.

2. Because they offer important networking and program-sharing opportunities, the Council recommends that the regional consortia for substance abuse and sexual assault continue to meet.

3. The Council recommends that the rape-trauma syndrome workshops be repeated during 1993 and that additional workshops concerning campus sexual assault be offered regionally.

4. Several institutions, including the University of Virginia, The College of William and Mary, and Mary Washington College, contract with the local rape crisis centers of Virginians Aligned Against Sexual Assault (VAASA) to provide programming and support services. The Council recommends that more institutions contract with VAASA for these purposes.

Summary

The work of the Council and the task force has resulted in positive changes regarding sexual assault on Virginia's campuses. There is clearly a heightened awareness of the issue, and students' requests for counseling assistance related to sexual assault has increased -- an indication that more students may be acknowledging their experiences and taking steps to recover. Institutions have responded to legislative concerns by examining and developing policy, establishing offices on campus to coordinate educational and support efforts, and appointing persons to direct the efforts. Campus personnel have responded to their own educational needs regarding sexual assault by attending conferences and workshops.

There is still work to be done, and through the recommendations offered in this report, the Council will continue Virginia's efforts to address campus sexual assault, so that students may learn to function in healthy relationships and care for themselves in ways that will help them achieve their academic goals.

APPENDICES

1992 SESSION

LD4101717

SENATE JOINT RESOLUTION NO. 46

Offered January 17, 1992

Continuing the State Council of Higher Education study of sexual assault on Virginia's campuses.

Patrons—Miller, Y.B., Earley, Howell, Lucas, Marsh and Reasor

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Referred to the Committee on Rules

WHEREAS, the 1991 Session of the General Assembly, pursuant to Senate Joint Resolution No. 194, requested the State Council of Higher Education for Virginia to study campus rape and to develop recommendations to reduce the incidence of sexual assault and to increase the reporting of these crimes; and

WHEREAS, responding to the directives of the Legislature, the State Council, with the assistance of a special task force on campus rape, conducted a survey of student attitudes toward sexual assault; reviewed federal law requiring the publication and distribution of crime reports by institutions of higher education; examined current programs and services addressing security issues and counseling concerns; and developed recommendations for the development or revision of sexual assault prevention and treatment programs at Virginia's colleges and universities; and

WHEREAS, while the emotional, psychological, and physical repercussions of these acts may inhibit disclosure that any assault has occurred, the existence of clear institutional policies at all campuses and the availability of counseling may encourage more victims to seek the support services they may desperately require; and

WHEREAS, the research of the State Council has revealed a number of dramatic and disturbing facts, including divergent perceptions and attitudes among men and women regarding sexual assault and a suspiciously low number of reported campus rapes, perhaps concealing a high rate of sexual assault; and

WHEREAS, reducing the incidence of sexual assault and violence on Virginia's college campuses will require the combined effort and commitment of administrators, educators, security and law-enforcement personnel, and the students themselves; and

WHEREAS, although the State Council has included in its 1992 report, Senate Document No. 17, specific recommendations addressing data collection procedures for incidents of sexual assault; the incorporation of crime prevention and physical security in campus design; and the establishment and enhancement of counseling, support, and educational services, additional study is necessary to assist campuses in the development of education and prevention programs and to ensure the implementation of effective initiatives; now, therefore, be it

RESOLVED by the Senate, the House of Delegates concurring, That the State Council of Higher Education study of sexual assault on Virginia's campuses be continued for one additional year. In continuing its study, the State Council shall assist institutions in the development and implementation of programs addressing sexual assault; coordinate with the Department of Education to ensure that sexual violence is addressed throughout the curriculum; and encourage training and information-sharing among the institutions to ensure the effective use of institutional resources.

The State Council shall submit its findings and recommendations to the Governor and the 1993 Session of the General Assembly in accordance with the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

THE PROPONENT

News and Resources for Preventing Sexual Assault on Virginia's Campuses Fall 1992

Welcome to The Proponent

Welcome to the first issue of *The Proponent*, Virginia's statewide newsletter about sexual assault on campus.

This is a quarterly publication produced by the State Council of Higher Education for Virginia to inform those working to address sexual assault on Virginia's campuses. *The Proponent* will contain information about upcoming events, resources that could be used on campuses, training opportunities, book and video reviews, and more. Contributions and suggestions are welcome. Please send contributions to:

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The Proponent
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Richmond, VA 23219
(804) 371-6458
FAX: (804) 225-2604

New Campus Sexual-Assault Task Force Appointed

The work of the State Council of Higher Education to address campus sexual assault continues, through the efforts of Senator Yvonne Miller, who introduced a resolution to continue the study, and through a grant from the Department of Criminal Justice Services.

The Council has appointed a new Task Force on Campus Rape, whose first meeting is scheduled for September 2.

The members will discuss plans for the coming year, including assessment of policy development and programming, campus site visits, and the 1993 campus sexual-assault-prevention conference on February 10 and 11 at the Sheraton Hotel in Charlottesville.

***Actor John Tiff in a scene from Offstage Theatre's* But I Said No**

Play Examines Trauma of Acquaintance Rape

Offstage Theatre's *But I Said No* is a 50-minute play in which six professional actors portray, through a collage of voices and interwoven stories, the emotional and physical trauma of acquaintance rape.

Cindy Creasy of the Richmond *Times-Dispatch* says, "With nursery rhymes, statistics, stereotypes and stories drawn from real life, the chorus of voices in *But I Said No* graphically unleashes the pain and trauma of date rape."

Marsha Huddle, Director of Health Services of Roanoke Col-

Continued on page 2

Dates to Remember...

October 1-3, **Second International Conference on Campus-Sexual Assault**, Orlando, Fla.

October 6-8, **Campus Police Training**, UVa *(See story, page 4)*

October 15, **Tidewater Substance Abuse and Sexual Assault Consortium Orientation Workshop**

November 2, **Rape Trauma Syndrome Training**, University of Richmond *(See story and registration form, page 2)*

November 4, **Rape Trauma Syndrome Training**, Days Inn, Charlottesville

November 4-6, **Campus Police Training**, UVa

November 9, **Rape Trauma Syndrome Training**, Radford University

November 17, **Rape Trauma Syndrome Training**, Northern Virginia Community College

November 18, **Rape Trauma Syndrome Training**, Tidewater, Old Dominion University/ Norfolk State University Graduate Center

December 8-10, **Campus Police Training**, Virginia State

December 15, **Editorial deadline for next issue of *The Proponent***

February 10-11, **Campus Sexual Assault Conference**, Sheraton Hotel, Charlottesville

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Resource Guide Being Developed

Many people on Virginia's campuses are working hard to address sexual assault.

They have developed programs, booklets, brochures, and posters, all with the intent of increasing awareness and telling students about available services.

With the help of people throughout the state, the State Council of Higher Education is developing a substance-abuse and sexual-assault resource guide. The guide will contain information about available speakers, programs, and other resources, such as video tapes, that could be used to address these issues on campus.

If you are aware of resources that could be included in the guide, please call Vicki Mistr, at (804) 371-6458, or Marigail Sexton, at (804) 225-2603, and ask for the information form to be completed for the guide.

One important note: If you have been working on programming or other resources which you think your colleagues would find helpful, please don't hesitate to share your ideas.

Five New Regional Consortia Formed

During July and August, Vicki Mistr and Marigail Sexton, SCHEV's prevention specialists in sexual assault and substance abuse, respectively, traveled throughout Virginia to establish five regional consortia to begin addressing those issues on Virginia's campuses.

The two grants that fund their work contain money to support projects developed by each region's consortium members.

During the first meetings the participants conducted a needs assessment and considered ways to meet those needs. A steering committee for each consortium will plan the next steps for its group.

If you would like to join your region's consortium, please call Vicki Mistr, at (804) 371-6458, or Marigail Sexton, at (804) 225-2603, to have your name and institution added to your consortium mailing list.

The five new regional consortia are: Southwest Virginia, Shenandoah Valley, Central Virginia, Northern Virginia, and Tidewater.

Play

Continued from page 1

lege, says, "The students are still talking about the play weeks after the performance." If you would like to see *But I Said No*, Offstage Theatre will be presenting the play in Virginia on several dates in the fall. For tour information or to learn more about *But I Said No*, write to *But I Said No*/Offstage Theatre, P.O. Box 131, Charlottesville, VA 22902, or call Thadd McQuade, Managing Director, (804) 295-9429.

New Sexual Assault Library

SCHEV is building a library about communication, abusive relationships, and sexual assault.

If you would like to borrow a book for two weeks, please call Vicki Mistr, (804) 371-6458, and she will arrange it.

Here are a few of the titles:

Against Our Will: Men, Women and Rape, by Susan Brownmiller.

Dating Violence, edited by Barrie Levy.

You Just Don't Understand, by Deborah Tannen.

Man to Man, by Edward W. Gondolf and David M. Russell.

Talking Back to Sexual Pressure: What to Say, by Elizabeth Powell.

If You Are Raped, by Kathryn M. Johnson.

If She is Raped, by Alan W. McEvoy and Jeff B. Brookings.

Man Against Woman: What Every Woman Should Know about Violent Men, by Edward W. Gondolf.

The Courage to Heal: A Guide for Women Survivors of Child Sexual Abuse, by Ellen Bass and Laura Davis.

This newsletter is made possible through a grant from the Virginia Department of Criminal Justice Services.

Training Opportunity: Rape Trauma Syndrome

During the month of November, SCHEV, in collaboration with Virginians Aligned Against Sexual Assault (VAASA), will offer five regional training workshops about rape trauma syndrome (RTS).

This one-day, four-hour workshop about the victim's response to rape will be lead by VAASA education coordinators extensively trained in the issues of rape. The workshop is designed to consider the educational needs of various campus personnel, including administrators, faculty, staff, campus police, and student leaders.

The registration fee includes lunch. Prior to October 27, the fee is $10. From October 28 until the workshop date, registration is $16. Please complete the registration form below and return it to SCHEV/RTS Training by October 27 to reserve your place in the workshop.

Complete and mail registration form.

Rape Trauma Syndrome Workshop

Name(s) _____

Institution _____ Phone _____

Address _____

Date attending
- ☐ Nov. 2, University of Richmond
- ☐ Nov. 4, Days Inn, Charlottesville
- ☐ Nov. 9, Radford University
- ☐ Nov. 17, Northern Virginia Community College, Annandale Campus
- ☐ Nov. 18, Tidewater, ODU/NSU Graduate Center

☐ Registration fee enclosed. ($10 before Oct. 27; $16 from Oct. 28 to workshop date.)

Please make check payable to the State Council of Higher Education for Virginia

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SCHEV

When Someone You Love Has Been Sexually Assaulted...

By Sandi Burt, M.S.W., Fairfax Victim Assistance Network

I don't know what to say.

If only I'd been there...

It breaks my heart to see her in so much pain.

I have no idea how to react.

Should I tell her how I feel or just focus on her?

If I could find whoever did this, I'd kill him.

I can't believe this has really happened.

I don't want to leave her alone.

The comments above reflect the intense feelings of "secondary victimization". Sexual assault affects not only the victim, but her family and friends as well.

Secondary victimization involves a number of intense emotional reactions to the traumatic event, complicated by the desire to help the "primary" victim in her recovery.

It is only because so many victims are women or girls that this is written from a female viewpoint. The observations are equally valid if the victim is a man or a boy, as is frequently the case.

This article is written in hopes of normalizing the symptoms of secondary victimization, and offering some guidelines in response to them.

I. How Can I Help Her?

A central point to remember is that sexual assault is an extreme loss of control.

As tempting as it may sometimes be to "take over" when a victim is in shock from an assault, you should always be respectful of her choices. It is only through making her own decisions and taking control of her recovery that an assault victim can begin to take control of her life again. So...

1. ***Let her be your guide.*** Make yourself available: to be with her, to listen, to comfort, or to leave her alone, if that is what she needs. Ask her to help you by telling you what she wants or needs.

2. ***Tell her you care about/love her and want to help.*** Often there is nothing specific for you to do, but such reassurances can be very important.

3. ***Believe her and don't blame her.*** Even if details are unclear, don't "investigate." Allow her to tell you (or not to tell you) what happened as she feels comfortable. Chances are, she is already wishing she had done A, B, or C, which may have prevented the assault. She most likely does not need anyone to point these possibilities out to her. She needs to hear that the assailant is 100 percent responsible for his actions.

"As tempting as it may be to 'take over' when a victim is in shock from an assault, you should always be respectful of her choices."

4. ***Give her time.*** Healing may take months and even years in some areas of life. Expecting her to "be over it" quickly is unrealistic and generally distressing to the victim.

5. ***Respect her privacy.*** She should be the one to decide who should know about the assault and how they should be told. Do not tell anyone without her explicit permission.

6. ***Be honest.*** If you are unable to provide something she requests, clarify your limitations as well as what you can do, and help her find other ways to meet the needs you are unable to fulfill. None of us can meet 100% of anyone else's needs.

II. Am I Going Crazy?

Most likely no. You may feel symptoms of Rape Trauma Syndrome yourself, because when someone close to us is assaulted, it breaks down the "denial" of sexual assault in which we live. This exposes us to:

1. **Shock and disbelief**, feelings of numbness and unreality.

2. **Fear** for the victim's safety, for our own safety and for the safety of our other loved ones.

3. **Anger** towards the assailant, the criminal justice system, or even society in general for its maltreatment of women. Sometimes this anger is displaced onto victims. Other people may focus on victims' behavior which preceded the assault, such as drinking or forgetting to lock a door.

It is very important to separate blame for the assault from confusion or disappointment about a victim's behavior which may have increased her risk. If you find you have difficulty making this separation, you should talk about it to a trusted friend or rape counselor. Blaming the victim can be devastating to her and to your relationship with her.

4. **Guilt** for not being able to prevent the assault, or somehow rescue or protect the victim. Again, blame can only be assigned to the assailant - he alone controlled his behavior during the assault.

5. **Sadness** because it hurts to see a loved one suffering and to personally feel the result[illegible] lence and cruelty.

6. **Helpless, inadequate, overwhelmed.** There is no "right" way to respond to a victim of sexual assault. Again voice your concern and your desire to help, and let her guide you about how to help. Get help in handling your own reaction. Just as you don't want the victim to feel alone, you don't have to either.

I was afraid she'd judge me, so when she cried and said how sorry she was that this had happened to me, it was like a huge weight was lifted.

He just held me and let me cry and that's all I needed.

My sister's faithful "check in" calls have pulled my through.

At first I couldn't talk about it, and my husband said, "I'm here when you're ready", and I knew he meant it, and that w[illegible]at comfort.

You can be part of the solution!

(Reprinted with permission from the author and Friends of the Fairfax County Victim Assistance Network Newsletter)

Assessment and Evaluation

Assessment and evaluation—words you have heard for a long time. What is the difference between them? Essentially, timing.

Evaluation is a component that occurs at the end of the project. How did it go? How many people came to our program? Did we accomplish anything? Assessment, on the other hand, is an ongoing component of a project. It begins with the onset of the project when the planners say, "This is what we want to accomplish in this project, and this is how we will proceed." At the end, the project participants say, "Did we accomplish this, and did we do it as we had planned?" In other words, assessment includes goals and a plan of action, so that at the end of the project, those who worked on it can assess their work based on where they wanted to take the project.

Assessment is an important component of work to address sexual assault. When programming for students, remember to set goals, plan how to accomplish them, and evaluate whether you succeeded. Remember that assessment is an on-going process that includes evaluating what you've done at the end[illegible]ore importantly, planning [illegible]tart what and how you will evaluate at the end.

...y, Clarence, Mike and Me: A Training for Men to Talk with Men About Sexual Violence.

Rus Funk, 1992

The Men's Anti-Rape Resource Center (MARC) has recently published a comprehensive training manual designed to develop men's skills in talking about these issues.

Rus Funk, coordinator of MARC and author of this manual, said, "There are so few resources available for men. It is men who perpetrate sexual violence, and men that talk with other men about the crimes we commit; it is up to men to begin talking about stopping sexual violence.

He was further quoted as saying, "the past several months have made it painfully clear that men simply do not understand what feminists and other women have ...n saying about sexual assault: ...eans no, and silence is not ...ent." Throughout the fall and winter as we watched the Clarence Thomas hearing, the William Kennedy Smith trial, and the Mike Tyson conviction, men consistently responded inappropriately and non-supportively.

This manual is designed to break that pattern, and to begin creating peer pressure amongst men to not allow rape and rape supporting attitudes to be expressed."

The manual has a number of exercises designed to increase men's understanding and sensitivity to the issues of men's sexual violence, as well as increasing men's abilities to address these issues.

The manual covers such topics as: the continuum of sexism, the role of pornography, rape and racism, reaching out to men, accountability to feminism, and male survivors.

Cost of the manual is $20.00 and can be ordered through the Men's Anti-Rape Resource Center at: P.O. Box 73559, Washington, D.C. 20056. For information call: (301) 386-2737.

Dreamworlds: Desire/Sex/Power in Rock Video

55 Minutes, color
$50.00 for individuals
$100.00 for institutions/ organizations

Foundation for Media Education
P.O. Box 2008
Amherst, MA 01004-2008

Written, edited and narrated by Sut Jhally

—reviewed by

Linda Hancock
Nurse Practitioner
Student Health Services
Virginia Commonwealth University

Dreamworlds is a thought-provoking (but rather long) video that examines the relationship between the images of women in MTV rock video and violence against women in our culture.

Sut Jhally effectively uses film clips from 165 rock videos as a back drop to his narrative.

He calmly, logically, and persuasively moves you to understand how the images portrayed could and probably do lead to sexual violence against women. The tape ends with current statistics on rape.

MTV began as an advertising tool to sell records and tapes to the 15-35 year old age group and, in particular, to young men.

Sut Jhally claims that the videos have been highly successful because they have used sex to sell.

Covertly and overtly a male adolescent fantasy or "dreamworld" is created. Women are used as visual, sex objects. They have roles as nymphomaniacs, lusting for sex with any man and wanting sex even when they say no.

The tape builds to a 10-minute section where the rape scene from the movie *The Accused* is interspersed with sections from rock videos.

This powerful and intense technique allows us to see how we as a culture have become unconcerned, apathetic and accepting of sexual stereotyping and violence against women.

Dreamworlds compells its viewers to actively think about the images that they have been passively absorbing since childhood.

Dreamworlds is highly effective in making its point and in holding college students' attention. It is, however, incredibly intense and disturbing.

Sut Jhally advises that the tape should only be used in the context of a larger workshop and not just shown "cold." Time must be made to discuss the tape after viewing. The biggest drawback to the tape is that it takes 55 minutes to view.

It is, however, well worth the time and can be a highly effective tool in sexual-assault-prevention education.

VAASA Offers Support

Virginians Aligned Against Sexual Assault (VAASA) is the statewide coalition of sexual-assault crisis centers and individuals providing support and information on the problems, needs, and rights of sexual-assault victims, their families and friends.

Formed in 1980, VAASA is a non-profit organization governed by a 30-member volunteer board comprised of sexual assault crisis center representatives and members familiar with crisis center services and philosophies.

The crisis centers provide:

· a 24-hour crisis hotline staffed by trained volunteers

· ...companiment to medical ...s, law enforcement interviews, and court proceedings

· advocacy for survivors

· support services for survivors' significant others

· recovery/support groups for sexual assault survivors and significant others (as funding allows)

· assistance with victim compensation claims

· education programs for general audiences of all ages

VAASA members receive:

· conference and workshop discounts

· quarterly issues of *The Advocate* newsletter

· access to the VAASA Resource Library

· a directory of Virginia sexual assault crisis centers

The annual membership fee is $25 for individuals and $50 for organizations. VAASA also accepts tax-deductible donations. For more information call: Virginians Aligned Against Sexual Assault, (804) 979-9002.

Campus Police Training

In response to a recommendation from the Governors Task Force on Substance Abuse and Sexual Assault, the Department of Criminal Justice Services has planned a three-day training course for campus police officers. Two days focus on substance abuse, prevention, identification, and investigation. The third day focuses on victimology, with an emphasis on sexual assault.

Dates	*Location*
Oct. 6-8	UVA
Nov. 4-6	UVA
Dec. 8-10	Virginia State
Jan. 12-14	Virginia Wesleyan
Feb. 16-18	Randolph-Macon Woman's College
Apr. 13-15	Hampton University
May 25-27	Virginia Tech
June 8-10	Mary Washington

For more information, call William Spaulding, (804) 786-6341.